

ED 028 146

SP 002 431

By-Bowman, Garda W.; Klopf, Gordon J.

Training for New Careers and Roles in the American School.

Bank Street Coll. of Education, New York, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date Jan 69

Note-18p.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors-Administrative Policy, *Inservice Teacher Education, *Instructional Staff, Job Skills, *Paraprofessional School Personnel, *School Cadres, *Staff Improvement, Supervisory Training, Teaching Skills, Training Objectives, Training Techniques

This paper contains discussion and recommendations regarding the training of school personnel to work as teams. An introductory section lists administrative actions needed as prelude to the introduction of auxiliary (paraprofessional) personnel into the school setting. The purposes of team training are discussed, and training objectives (growing out of research on adult learning patterns) are listed. Included also are lists of competencies which need to be learned by all team members, by administrators and supervisory personnel, by teachers and ancillary personnel (other professionals such as specialists in guidance, social work, or library service), and by auxiliaries themselves. A taxonomy of staff development activities which might be used as training techniques includes definitions of (1) various structures for training programs, (2) group procedures for presenting information, (3) individual and small group procedures for self-exploration and situation analysis, and (4) individual or group procedures for experimental learning simulation techniques, such as case study or role playing. The taxonomy is followed by discussion of the coordination of objectives and procedures. Appended are a list of the National Advisory Commission and a seven-item list of "Resources Available" including audiovisual and written materials. (JS)

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

ED028146 :
TRAINING
FOR NEW CAREERS AND ROLES
IN THE AMERICAN SCHOOL

Garda W. Bowman
Gordon J. Klopff

Prepared by
Bank Street College of Education
for the U.S. Office of Education
January, 1969

SP002431

TRAINING FOR

NEW CAREERS AND ROLES

IN THE AMERICAN SCHOOL

"We're very proud to be
part of this great
achievement."

--Col. Frank Borman
after the splashdown
of Apollo 8

With these few poignant words, the Commander of the Apollo 8 shifted emphasis from the courage and skill of the astronauts to the vast mobilization of talent, energy, precision and ingenuity which had made their historic feat possible. His statement recalled the far-flung web of interaction among people of widely differing competencies: brilliant scientists, gifted administrators, skilled technicians, and unskilled workers merged into a cohesive and incredibly effective team. Each task, however colossal or miniscule, was essential to the ultimate triumph.

This multi-level, multi-functional team appeared to have a life of its own. It was not merely a collection of people, whose specialties and concerns were at odds with one another. It was an entity, a self-learning organism. Most significant of all, its mission was clear and meaningful to each member of the team.

If such rigorous self-discipline and devotion to the common goal are possible in the field of technology, why not in the field of education? The goal is even more vital to the future of this planet than orbiting the moon. A team which is greater than the sum of its parts is even more imperative.

A team, thus conceived, needs a chance to work in unison within a particular context, to see what happens, to change the situation or the behavior of the members, or both, to receive immediate feed-back, and to change again, if necessary, through various cycles of experimentation. It requires, too, structural and attitudinal changes in the institution within which the team is to function.

ADMINISTRATIVE CHANGES IN POLICY AND STRUCTURE

Training school personnel for a viable partnership presupposes that a team operation involving persons of a wide range of competencies is, in fact, possible. Sometimes this is a naive assumption. Institutional change has to precede training for partnership as well as accompany and reinforce various stages of the program.

Auxiliary personnel, the most recent and most unpredictable element on the team, once introduced, may unleash a new dynamism and expedite the process of change as they react to the social system of the school from their perspective. Analysis of this innovative role may induce a reassessment of all roles and relationships within the school. Institutional change then becomes both cause and effect of the expanded team.

Administrative action that is needed as prelude to the introduction of auxiliary personnel in a school setting includes:

- 1) Authentic involvement of all school personnel as well as students, parents and community in the planning.
- 2) Development of a basic rationale for auxiliary participation on the team.
- 3) Functional analysis of educational tasks with a view to establishing new staffing patterns.
- 4) Selection and recruitment of school personnel primarily on the basis of potential capacity rather than previous academic training.
- 5) Establishment of new career lines not only for auxiliary personnel but for the total educational system, with new leadership roles at various occupational levels and increased motivation for career development throughout the system.
- 6) More flexibility and imagination in the use of time, space and material resources.
- 7) Clear allocation of roles, responsibility, and accountability for the initiation and maintenance of effective team functioning.

THE FIRST ESSENTIAL: MUTUAL TRUST

Eric Hoffer states that "Every drastic change from one way of life to another constitutes a strain that may crack the uppermost

layers of the mind and lay bare the less human layers. Hence a time of drastic change, even when it is a leap forward, is a time of barbarization."

The introduction of auxiliaries into a school situation requires drastic change -- a whole new web of interaction. It may shatter trust not only of one another but even of self.

The auxiliaries, themselves, may experience a blizzard of conflicting impressions. They will need time and assurance as they develop new ways of responding to situations.

Teachers and other professionals, on the other hand, may feel as if strangers were trespassing on their private terrain -- their classrooms, their hallways, their offices. They will have no less a need for time and assurance as they give up the one-to-thirty or one-to-forty interaction with students which has been time-honored and with which they feel comfortable.

Learning to function in a new way is especially complicated when mature adults with a wide range of background, competencies and life experiences are being asked to interact within the same universe. It is possible only in an atmosphere of mutual trust. Hence trust formation is the sine qua non of team training.

Mutual trust cannot be decreed. It can only develop through free and open communication. This may involve confrontation. It inevitably requires a slow and sometimes painful process. However, the outlook is not bleak, since team training, sincerely conceived and appropriately executed, can and indeed has in many instances succeeded in developing a sense of the magnitude of the common task and a belief in the sincerity of those who work at it together.

THE OVERALL PURPOSE OF TEAM TRAINING

The fundamental goal of team training is to foster that kind of staff interaction which will enable each team member to contribute, in his own way, to developing "coping strengths" in children and youth, by helping them achieve mastery of relevant cognitive and social skills. Coping strength means more than mere adaptation to what is but includes the ability to affect the environment.

In creating a design to implement the overall purpose, trainers will need to decide what specific training objectives are appropriate, what new competencies trainees should be helped to develop, and which processes might facilitate these learnings.

Before making such decisions, however, the trainer has a responsibility to understand the stages of adult development throughout the life cycle and the learning patterns of adulthood. If auxiliaries and teachers must understand the children and youth with whom they work, then it is equally incumbent upon the trainer to understand his trainees.

HOW ADULTS LEARN

Despite the multiplicity of influences in the life of an adult -- far more divergent and prolonged than the influences upon children and youth -- some factors in adult development appear to be generalizable. Research on the developmental stages of adulthood and concomitant theories of how learning takes place are not extensive but concepts have emerged which have tremendous implications for programs of staff development.

One concept has been well substantiated by research: that structuring and restructuring the personality can continue throughout the life cycle. The concept of the adult's continued capacity for change provides the rationale and the fundamental dynamic for the education of adults. However, some contravening tendencies have been identified and need to be considered, such as their propensity 1) to become increasingly inflexible, 2) to cling to familiar modes of behavior which appear to them to be effective, 3) to fear risking failure, 4) to respond to the expectations of their culture or subculture, as perceived by them, 5) to be less curious and enthusiastic than children and youth 6) to develop a shield of self-protection 7) to reject new principles and practices which are not concretely and obviously related to their own pragmatic goals 8), and most importantly, to require respect for their uniqueness as persons and for their ability to enter into the planning and enactment of their own learning and development.

SPECIFIC TRAINING OBJECTIVES

These and other tendencies of adults, though subject to infinite individual variations, suggest that a program of staff development should provide opportunities for:

- 1) Becoming committed to learning and to the development of new competencies.
- 2) Becoming aware of self and of others' perceptions of self.
- 3) Gaining new knowledge, concepts and techniques which are perceived as relevant to their needs and the situation.
- 4) Experiencing and practicing new behaviors and skills.

WHAT NEEDS TO BE LEARNED

The creation of^a training design entails decisions as to what is to be learned, that is to say what competencies will be required by administrators, supervisors, teachers, ancillary personnel¹ and auxiliaries as they learn to function as a team. There will be some competencies needed by all the team members which would be developed primarily in joint training sessions and some which each type of participant -- such as administrators, teachers and auxiliaries -- will need as he enters into a collaborative approach to education. These differentiated competencies are developed primarily in separate sessions where the input and discussion are geared to the level of previous training and the varying roles and functions.

COMPETENCIES NEEDED BY ALL TEAM MEMBERS

Among the most significant competencies that will be needed by all participants in team training are:

- 1) Ability to understand the growth and learning processes of children and youth as well as adults, and to develop approaches and strategies which enable learning to take place.
- 2) Ability to relate positively to children and adults in ways that reflect respect for others and at the same time inspire respect for the trainees.
- 3) Ability to develop open and honest relationships with a wide range of people of various age levels and with different backgrounds and life experiences.
- 4) Ability to work with others in enlarging the students' understanding of the surrounding world and helping them achieve mastery of relevant cognitive and social skills.
- 5) Ability to understand and respond to the educational and social dynamism of a changing American society.

¹ Ancillary personnel are professionals, other than teachers, who are specialists in such fields as guidance, social work, and library service.

DIFFERENTIATED COMPETENCIES

For Administrators and Supervisory Personnel

- 1) Ability to ^{re-}assess status and stratification: who does what in a school setting.
- 2) Skill in staff development, using a consultative process, and supporting interaction among members of the staff.
- 3) Skill in orchestrating a team operation and supplying administrative support to new roles and approaches.
- 4) Skill in working with Boards of Education, parent-advisory groups, community organizations, and "pressure" components of society.
- 5) Understanding of social, political and economic forces of society.

For Teachers and Ancillary Personnel

- 1) Skill in analyzing one's own role in an evolving team situation, with recognition of the added leadership function as professionals are called upon to organize all resources, human and material, to meet the needs of individual students.
- 2) Skill in utilizing the other members of the team in identifying individual needs and in structuring and restructuring a learning environment which is relevant to the needs, interests, desires and expectations of the students.
- 3) Skill in recognizing the potential in auxiliaries assigned to assist them, and in helping to develop that potential.
- 4) Skill in function analysis so that roles will evolve as new needs emerge and new capacities are developed by various team members.

For Auxiliaries:

- 1) Skill in relating to others in a learning environment, involving understanding of the goals, structure, organizational patterns, roles, channels of communication and staff responsibilities as they exist, and a realization of new potentials for learning as they team with others.
- 2) Understanding of the successive stages of human development and of the relationship of the school experience to the physiological, intellectual, social and artistic development of children and youth.

- 3) Skill in fostering a two-way flow of communication and interpretation between home and school so as to reduce home-school alienation and avoid the negative impact upon learning which ensues when the child is torn apart by conflicting values and divergent child-rearing practices.
- 4) Skill in developing a multiple role, including (a) the ability to share routine tasks which must be performed; (b) understanding of the learning process so as to contribute directly to the total development of children and youth; (c) the ability to cooperate with other team members without unwarranted doubts and suspicions; and (d) the capacity for personal development both in relation to the school setting, and in relation to the total society: its tensions, trends, and potential reciprocities.
- 5) Specific skills related to the learning-teaching process, including: skills in observation, listening, in small group leadership, organization; ability to integrate method and content which facilitate learning; and mechanical skills which support learning indirectly.
- 6) Skills in basic communication such as (a) reading: increasing reading rate, reading to find the main ideas; (b) writing: taking messages, outlining and organizing materials, writing reports; (c) oral skills: improving diction, sharpening auditory discrimination, speaking on the telephone, expressing oneself in a group.
- 7) Understanding the requirements of the world of work, including such areas as: attitude toward holding a job, promptness, personal grooming, responsibility, and establishing rapport with co-workers.

HOW TO ENABLE TRAINEES TO LEARN

Once the areas of needed learning have been outlined, the next step is to determine which training processes will be most appropriate. Methods used for training not only need to take into account the requirements for bringing about change in adults, but also need to be commensurate with the methods which teachers and auxiliaries will be encouraged to use as they enable children to learn. There follows a taxonomy of the various processes which may be used in both joint and separate sessions for the various types of trainees, from which to choose the most appropriate in terms of the objectives and variables in each situation.

TAXONOMY OF STAFF DEVELOPMENT ACTIVITIES

1) Various Structures for Training Programs

- Workshop -- an activity in which the participants are actively involved and task-oriented.
- Course -- an organized approach to a subject, in which participants meet at set periods of time, usually content-oriented.
- Seminar -- a course with a limited number of participants, usually more concerned with concepts than factual information.
- Conference-- a gathering of a large number of people to provide information and share experiences.
- Institute -- a cluster of training experiences through which the participants are expected to acquire new competencies.
- "Carousel"-- a series of simultaneous activities from among which participants must choose, or -- if the activities are repeated -- among which participants rotate.

2) Group Procedures for Presenting Information

- Lecture, talk or speech -- a verbal presentation by a single person who is an authority on a particular topic.
- Discussion -- an opportunity for the expression of different points of view in a calm and deliberative fashion, rather argumentatively.
- Panel -- a presentation in which a small group discusses a topic before an audience with audience participation during the latter part of the time span.
- Symposium -- a panel in which there is a presentation by each speaker before the panel interacts.
- Forum -- a large gathering in which the focus is upon audience participation with not more than one if any initial presentations.
- Hearing -- a gathering at which the audience reacts and responds to a particular program or project which may have been presented in advance or be presented at the hearing, itself.

Media Presentation -- the use of audiovisual aids, such as films, film clips, film strips, tapes and transparencies, usually followed by audience discussion and analysis of the situation presented.

"Happening"-- an exercise which is not imposed upon a person or group but rather in which the participant(s) is the prime mover. It is spontaneous but by no means random or chaotic since it has an organized structure of events designed to evoke significant experiences and meanings.

3) Individual or Very Small Group Procedures for Self Exploration and Situation Analysis

Consultation --a whole range of activities designed to enable a person called the consultant to assist another individual or small group become more competent in a particular situation.

Dialogue -- an exchange between two individuals or a very small group for the mutual exploration of an idea, a situation, a problem, or a task which is central to the concerns of the group.

Encounter -- a meeting of two or more individuals, but usually not more than eight who come together to face a situation in terms of themselves as highly differentiated individuals.

Confrontation--an activity planned to mount a direct challenge to the behavior of an individual, initiated by someone who understands the person, the conflict, and the quality of the relationship.

Counseling --the process whereby an individual is helped to become more self-actualized, and to function more effectively in his life situation.

Sensitivity Training, "T" groups -- a process in which counseling is performed by a small group, with the leader playing a non-directive but reinforcing role. Emphasis is placed upon creating awareness in the individual of how he is perceived by others.

4) Individual or Group Procedures for Experiential Learning

Simulation techniques, such as case study or role playing --

Presenting an image or semblance of reality which is based on actual experience and hence to evoke discussion that is essentially pragmatic and functional.

Demonstration -- a situation in which a group of individuals observe an actual experience either in a real setting, through a one-way mirror, or on a platform.

Practice in real situation --

a training program which is based upon an actual work experience, using the school situation as a laboratory to develop new understandings and to try out new attitudes and behavior.

Diagnosis -- a two-fold process, involving 1) analysis of the learning needs of children and youth, and 2) analysis of how the team functions and the extent to which the contribution of each team member is utilized in meeting the students' needs, with focus on causal factors.

Reenactment after analysis -- a process whereby individuals experiment with and incorporate new ways of behavior after feedback on the effectiveness of their first approach. This process may be repeated as long as necessary to achieve results.

COORDINATION OF OBJECTIVES AND PROCEDURES

In developing a training design for persons of widely differing competencies and life experiences, one must be prepared for the fact that some will welcome the opportunity to function as a team and to train together, while others will accept such an approach without any enthusiasm and still others will resist the whole idea. Team training starts, therefore, with the assumption that there will be some conflict, and uses this conflict and resistance to change as part of the focus of training.

A fully developed program of team training will place major emphasis on the last two categories in the taxonomy: i.e. Individual or Very Small Group Procedures for Self Exploration and Situation Analysis, and Individual or Group Procedures for Experiential Learning.

In the small interaction groups the trainees may be helped not only in accepting new roles and relationships but in becoming participants in the change process. They may also be encouraged to apply their increased understandings of themselves and of how others perceive them within their own work experience. Such insights facilitate a unified approach to creating conditions which promote students' learning. To achieve such insights may require one or more of the various techniques listed: dialogue, encounter, or, at times, confrontation, when other methods of group interaction fail.

If the trainees are to absorb the new knowledge and skills presented in the content-oriented sessions, they will need the challenge and support of other persons who meet regularly in small groups. At least weekly meetings of such groups will serve to reinforce and extend the value of individual team planning by those who are working together on a particular assignment. The individual team planning, on the other hand, provides shared experience for feedback to the small group, so that a circular relationship is established.

Finally, and most importantly there is the clinic-type analysis of actual experience, which may start with demonstrations and simulated experience but which leads to experimentation in the work situation. Each individual and each working unit or team with a specific assignment will alternate between observing their own or others' behavior, discussing their reactions with and gaining new insights from others, and returning to their own educational tasks for further experimentation. Thus the training will move from the individual to the team, to the training group, and back to the individual -- a continuous process of experimentation, reflection, and restructuring of the experience.

As this process continues through various cycles of experimentation, there is a growing awareness of the contribution each member can make and a sense of excitement about the meaningfulness of each role, particularly in relation to societal demands and needs. Goals tend to be clarified and commitment to them enhanced, until the learning of students usually becomes more vital to the team members than their own ego satisfactions and role prerogatives. Essential to the success of such an operation are self-directed setting of goals and analysis of experience in an atmosphere of mutual trust and open communication. The trainer and the supervisor play mutually supportive roles in developing such an atmosphere and in the continuous reinforcement of the learnings.

SCHEMATIC ARRANGEMENT OF OBJECTIVES AND PROCEDURES

Training Objectives	Possible Procedures for Achieving Objectives
1) Commitment of trainees to learning and to the development of new competencies	.. Trainees' participation in the learning and decision-making .. Fluid agendas and schedules .. Selection and recruitment of trainees in a manner that is consonant with objectives of program .. Reinforcement of effective action by feedback from group and continuous supervision

1) (Continued)

- .. Involvement in research on impact of team on children's learning, with possible "Hawthorne effect"
- .. Presentation of research findings on crises in society and education
- .. Demonstrating commitment by trainers, administrators, supervisors and teachers in their own attitudes and behavior.

2) Awareness of self and of others' perceptions of self

- .. Interaction in small groups, with highly competent leadership, utilizing dialogue, encounter or confrontation, as needed
- .. Individual and/or group counseling.

3) Gaining of new knowledge, concepts and techniques which are perceived by trainees as relevant to their need and situation

- .. Didactic input in seminars, workshops
- .. Use of simulation techniques
- .. Observation of demonstrations
- .. Reading

4) Experiencing and practicing new behaviors and skills

- .. Scheduled time for each team to meet to review experiences and plan together
- .. Small group sharing of experiences
- .. Intervisitation between classroom and schools
- .. Clinic-type diagnosis of individual's experiences and possible new approaches
- .. Reenactment after analysis
- .. Competent and continuing supervision in a consultative style.

CONCLUSION

True to the new dynamism in American education, team training for auxiliary personnel and the professionals with whom they work has evolved as a kind of megastructure -- to use an architectural term. A megastructure is a building made up of multiple small units that may be repeated, used serially, as accretions, or in highly creative varieties of modules. For this open-ended collection of units there is always a containing framework, a functional rationale which integrates the small parts. A megastructure is sometimes known as "endless architecture" or "action architecture." It is violently anti-establishment and anti-formal. As Ada Louise Huxtable describes the megastructure, "It has 'clip-on' parts for 'plug in' cities. Dig it? It's the scene."

The analogy to an open-ended and continuously evolving training program is clear. It may appear, at first, that a multifarious range of activities is suggested here, but there is a cohesive ordering of concepts and processes which presents a transcendent spirit and a point of view.

The basic precept is that the ultimate goal of team training is the education of children and youth with recognition of their affective as well as their cognitive development. The training program required to meet this goal does not treat the human agent as merely a coefficient of technological destiny -- but as a person, a human being with an identity. Such staff development recognizes new organic components in the social system of the school -- teams of administrators, supervisors, teachers, ancillary personnel, auxiliary personnel, and parents, permitting their roles and functions to arise from the environment, with sensitive awareness of the web of human needs, strengths and limitations.

APPENDIX A

NATIONAL ADVISORY COMMITTEE

Wilton Anderson

Director
Auxiliary Educational Career Unit
New York City Board of Education
110 Livingston Street
Brooklyn, New York 11201
(on leave of absence for
graduate studies)*

Mario Anglada

Deputy Secretary of Education
Department of Instruction of
the Commonwealth of Puerto
Rico
(on leave of absence for
graduate studies)*

Milan B. Dady

Associate Professor of Educa-
tion
School of Education
Morehead State University
Box 827
Morehead, Kentucky 40351

Roy Edelfelt

Executive Secretary
National Commission of Teacher
Education and Professional
Standards
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

*Present Address: 14 Peabody Terrace
Cambridge, Massachusetts

**Present Address: 485 Gramadan Avenue
Mount Vernon, New York

Jerome H. Gilbert

Principal
Whittier Elementary
University of California
Laboratory School
1645 Milvia Street
Berkeley, California 94709

Frederick Hayen

Consultant for Teacher Aides
Minneapolis Public Schools
Board of Education
807 Broadway, N.E.
Minneapolis, Minnesota 55413

Margaret McDermott

Secretary
Parents' Association
Bank Street College of Education
Early Childhood and Family
Resources Center
524 West 42nd Street
New York, N.Y. 10036

Clarence W. Rice

Chairman
Science Department
Martin Luther King Jr. Senior
High School
3200 East Lafayette Street
Detroit, Michigan 48203

Carol Rubow

Professor of Education
Concordia Teachers College
7400 Augusta
River Forest, Illinois 60305

Caryl Steere

Assistant Professor
Early Childhood Education
Arizona State University
Tempe, Arizona 85281

Vera Weisz

Director, Special Projects
Garland Junior College
409 Commonwealth Ave.
Boston, Massachusetts

Verona L. Williams

Guidance Assistant
P.S. 1
N.Y.C. Public Schools
Henry & Catherine Streets
New York, N.Y.

STAFF

Gordon J. Klopff
Garda W. Bowman
Stanley Cypher

Ellen Galinsky
Elaine Wickens
Beverly Nerenberg
Barbara Pushkin

Project Director
Program Analyst
Acting Director, Communication
Laboratory
Instructional Materials Specialist
Instructional Materials Specialist
Editorial Assistant
Senior Office Assistant

APPENDIX B

RESOURCES AVAILABLE

1. Audio-Visual Materials

- a) A 26½ minute 16mm black and white film entitled "TEAMS FOR LEARNING," which portrays teacher-auxiliary teams in action in four communities. The film is multi-purpose, though primarily designed as a tool for training. It presents effective and cohesive teams, analyzing their ways of functioning together.
- b) Two film clips, three and five minutes respectively, which focus on different perceptions of auxiliaries in a school situation. They are intended for experiences in small training groups and/or role playing of possible solutions. They present some negative viewpoints and issues which must be faced.
- c) A 13 minute film strip in color, with synchronized recording, entitled "I AM A TEACHER AIDE," which deals in some depth with an aide's perception of her work.
- d) Transparencies of various charts and outlines.

2. Written Materials Available (In addition to this pamphlet)

- a) Training Guide - training concepts, processes, and models, with primary focus upon team training of teachers and auxiliaries - of which this pamphlet is a summary
- b) Directory of Institutions of Higher Learning Offering Programs for Auxiliary Personnel
- c) Annotated Bibliography